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ABSTRACT

In spite of facing continual discrimination, Japanese and Japanese Americans living on the U.S. west coast made lives for themselves. On December 7, 1941, everything changed. After the attack on Pearl Harbor (Hawaii), individuals saw every Japanese or Japanese American as a potential spy, ready and willing to assist in a mainland invasion at any moment. In February 1942, President Franklin Roosevelt signed an executive order that moved nearly 120,000 Japanese and Japanese Americans into 10 isolated relocation centers in Arizona, Arkansas, California, Colorado, Idaho, Utah, and Wyoming. This lesson is based on the National Register of Historic Places files "Manzanar War Relocation Center" and "Rowher Relocation Center Memorial Cemetery," and other related materials. The lesson can be used in an U.S. history unit about World War II or in a social studies unit about human rights. It cites National History Standards, objectives for students, and materials needed. The lesson is divided into eight sections: (1) "About This Lesson"; (2) "Getting Started: Inquiry Questions"; (3) "Setting the Stage: Historical Context"; (4) "Locating the Site: Maps" (South Pacific in 1942; War Relocation Centers in the U.S.); (5) "Determining the Facts: Readings" (Fear!; "To All Persons of Japanese Ancestry...; Life in Relocation Centers); (6) "Visual Evidence: Images" (Residential Block Layouts; Evacuees Arriving, Manzanar, 1942; Residential Block, Rowher, 1943; Typical Barracks Room, Manzanar, 1942; Mess Hall, Manzanar, 1942; Remains of Security Fence, Manzanar; Manzanar with Mt. Williamson in Background, 1942; Monument to the Men of the 100th Battalion/442nd Combat Team, Rowher Memorial); (7) "Putting It All Together: Activities" (Rights of Citizens; Being There; Reactions; Lest We Forget); and (8) "Supplementary Resources." (BT)

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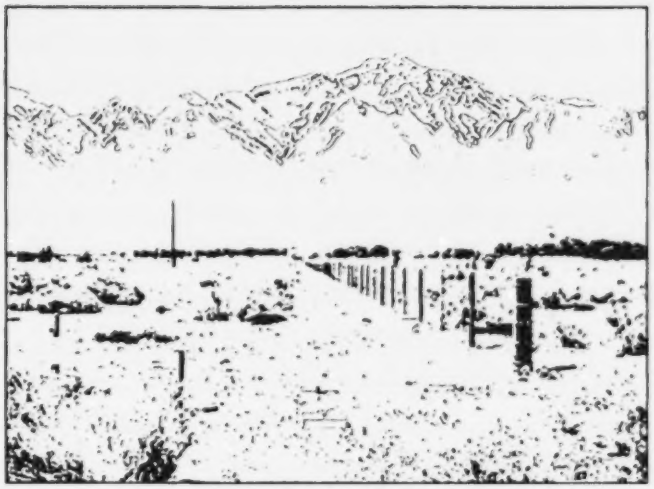
The War Relocation Camps of World War II: When Fear was Stronger than Justice

It all happened so quickly. The Japanese on the West Coast of the United States had made lives for themselves in spite of discrimination, but on December 7, 1941, everything changed. To panicked people after the attack on Pearl Harbor, every Japanese could be a potential spy, ready and willing to assist in an invasion that was expected at any moment. Many political leaders, army officers, newspaper reporters, and ordinary people came to believe that everyone of Japanese ancestry, including American citizens born in the United States, needed to be removed from the West Coast.



(National Park Service, Jeffery Burton, photographer)

In February 1942, President Franklin D. Roosevelt signed an executive order that moved nearly 120,000 Japanese and Japanese Americans into 10 isolated relocation centers in Arizona, Arkansas, California, Colorado, Idaho, Utah, and Wyoming. The temporary, tar paper-covered barracks, the guard towers, and most of the barbed-wire fences are gone now, but the people who spent years of their lives in the centers will never forget them.

This lesson is based on Manzanar War Relocation Center and the Rowher Relocation Center Memorial Cemetery, two of the thousands of properties listed in the National Register of Historic Places. Both properties have been designated National Historic Landmarks.

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About This Lesson

The lesson is based on the National Register of Historic Places files "Manzanar War Relocation Center" and "Rohwer Relocation Center Memorial Cemetery"; *Confinement and Ethnicity: An Overview of World War II Japanese American Relocation Sites* written by Jeffery F. Burton, Mary M. Farrell, Florence B. Lord, and Richard W. Lord; and other related materials. The lesson was written by Kathleen Hunter, an education consultant living in Hartford, Connecticut. It was edited by Fay Metcalf, Marilyn Harper, and the Teaching with Historic Places staff. TwHP is sponsored, in part, by the Cultural Resources Training Initiative and Parks as Classrooms programs of the National Park Service. This lesson is one in a series that brings the important stories of historic places into the classrooms across the country.

There has been a great deal of impassioned debate about what to call the people who were relocated and the places they were relocated to. This lesson will use the terms used by the government in 1942: "relocation center" and "evacuee."

Where it fits into the curriculum

Topics: Teachers could use the lesson in an American history unit on World War II or in a social studies unit on human rights.

Time period: World War II

See attached Relevant United States History Standards for Grades 5-12

Objectives for students

1) To analyze the reasons why people of Japanese ancestry living in the United States at the onset of World War II were removed from their homes on the West Coast and placed in relocation centers.

2) To examine the places where relocation centers were established.

3) To describe the characteristic features of the centers.

4) To examine the reactions of some of the residents.

5) To research the local community to see if a perceived enemy was ever unfairly treated, and, if so, how that mistreatment might be acknowledged.

Materials for students

The materials listed below either can be used directly on the computer or can be printed out, photocopied, and distributed to students.

1) two maps showing Japanese military successes in 1941-42 and the locations of the relocation centers,;

2) three readings about the relocation program and the centers;

3) one drawing of residential block layouts; and

4) seven photos of the centers.

Visiting the site

Manzanar National Historic Site, established in 1992, is administered by the National Park Service. It is located 10 miles north of Lone Pine, California and five miles south of Independence on State Highway 395. Tours and educational programs are available. For more information, contact the Manzanar National Historic Site, P. O. Box 426, Independence, CA 93526-0426, or visit the park's web site at [http://www.nps.gov/manz/]

The Rohwer Relocation Center Memorial Cemetery is located one half mile north of the town of Rohwer, in southeastern Arkansas. Take State Highway 1 and turn west at the Rohwer Cemetery sign.

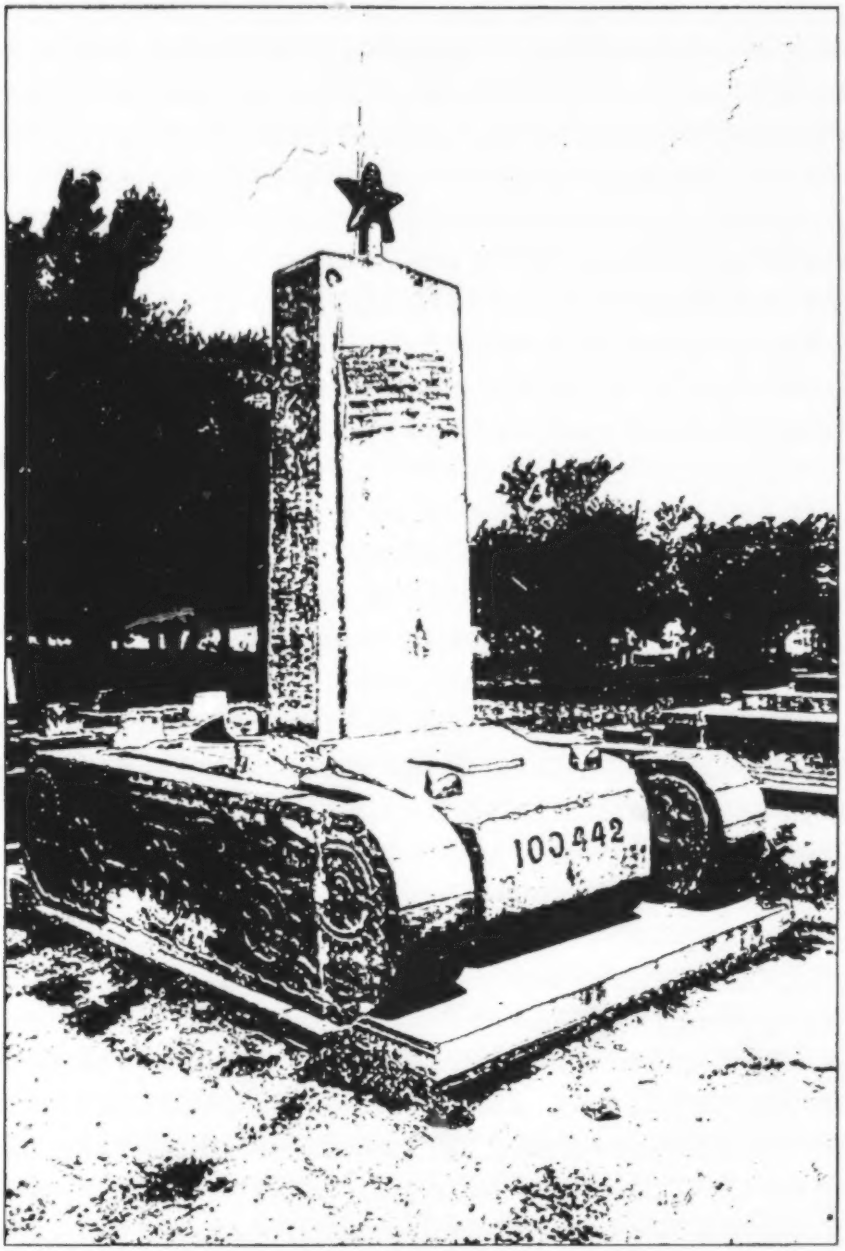
United States History Standards for Grades 5-12

The War Relocation Camps of World War II:
When Fear was Stronger than Justice
relates to the following National Standards for History:

Era 8: Expansion and Reform (1929-1945)

- Standard 3A- The student understands the international background of World War II.
- Standard 3C- The student understands the effects of World War II at home.

Getting Started
Inquiry Question



(National Park Service, Jeffery Burton, photographer)

Who do you think this monument honors?

How to Use the Inquiry Question

Begin each lesson by asking students to discuss possible answers to the inquiry question that accompanies the Getting Started image. To facilitate a whole class discussion, you may want to print the page and use it to make an overhead transparency. The purpose of the exercise is to engage students' interest in the lesson's topic by raising questions that can be answered as they complete the lesson.

Rather than serving merely as illustrations for the text, images are documents that play an integral role in helping students achieve the lesson's objectives.

To assist students in learning how to "read" visual materials, you may want to begin this section by having them complete the Photo Analysis Worksheet for one or more of the photos. The worksheet is appropriate for analyzing both historical and modern photographs and will help students develop a valuable skill.

Photo Analysis Worksheet

Step 1:

Examine the photograph for 10 seconds. How would you describe the photograph?

Step 2:

Divide the photograph into quadrants and study each section individually. What details--such as people, objects, activities--do you notice?

Step 3:

What other information--such as time period, location, season, reason photo was taken--can you gather from the photo?

Step 4:

How would you revise your first description of the photo using the information noted in Steps 2 and 3?

Step 5:

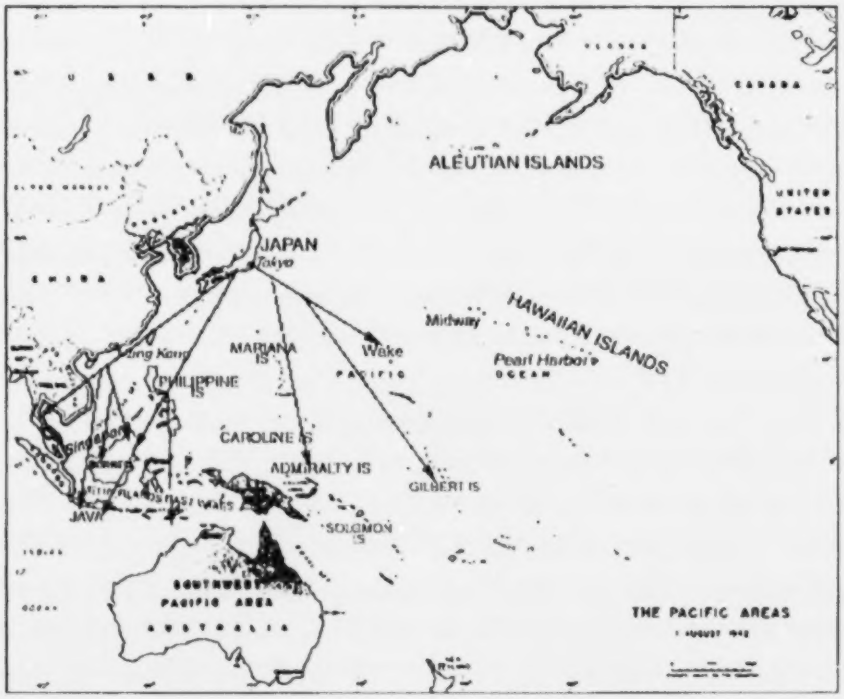
What questions do you have about the photograph? How might you find answers to these questions?

Setting the Stage

At the time of the Japanese attack on Pearl Harbor on December 7, 1941, the West Coast of the United States already had a long tradition of anti-Chinese and anti-Japanese discrimination. The Japanese came later than the Chinese. In 1890 there were only 3,000 Japanese people in the whole United States. When Hawaii became a United States Territory in 1898, the Japanese there were free to move to the mainland. In 1900, over 12,000 arrived, mostly from Hawaii. Between 1900 and 1908, 135,000 Japanese individuals entered the country, most settling on the West Coast, especially in California. Politicians, labor leaders, and newspaper publishers campaigned to restrict further immigration into the state. Reacting to this pressure, the United States and Japan agreed in 1908 to reduce immigration ("The Gentlemen's Agreement"). In 1924, the United States prohibited Japanese immigration entirely. Immigrants already in this country (*Issei*, from the Japanese word for "one") were barred from citizenship, but their children (*Nisei*, from the word for "two"), born in the United States, were automatically citizens.

Over the years, the Japanese population in America prospered, and by the outbreak of World War II, many Japanese had left the ranks of low-paid workers to become owners or managers of farms, fishermen who owned their own boats, and operators of small stores and other businesses. Their very success brought complaints against them from agricultural interests who wanted to eliminate competition. When World War II began in the Pacific with Japan's devastating attack on Pearl Harbor, fear of an attack on the West Coast created even greater antagonism toward Japanese immigrants and their children. In 1942, fear and prejudice combined to confine nearly 120,000 people of Japanese ancestry, citizens and aliens alike, in relocation centers established by the U.S. government in remote areas west of the Mississippi River. Many would not pass through the barbed wire fences surrounding the centers until the war was over.

Locating the Site
Map 1: The South Pacific in 1942.



The arrows on this map show Japan's campaign to invade South Asia following Pearl Harbor. Guam, Wake Island, the Gilbert Islands, and Hong Kong were captured in December 1941. Singapore and the Solomon Islands were taken in February 1942.

Questions for Map 1

1. Separated from Europe and Asia by the Atlantic and Pacific oceans, Americans had always felt safe from enemy attack. How do you think people living on the West Coast of the United States would have felt when they saw maps like this in their newspapers?

2. American and British forces in the South Pacific were not able to stop the Japanese advance until the Battle of Midway in June 1942. How might a major U. S. victory over Japan in January have affected attitudes towards the Japanese living on the West Coast?

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Locating the Site
Map 2: War Relocation Centers in the United States.

(National Park Service)

Questions for Map 2

1. Locate the Manzanar and Rohwer War Relocation Centers. How many centers were there? In what states were they located? Why do you think many Western states refused to allow relocation centers to be built there?

2. Compare this map with a general map of the United States. How are the locations of these centers alike? How are they different?

3. The locations of most of the centers fulfilled the requirements established by the U.S. government: that the site should be on federal or other public land; that it should be a safe distance from strategic war facilities; that it should be large enough to accommodate at least 5,000 people; that it should be able to provide year-round work opportunities for the residents; and that good transportation to the center should be available. Why do you think these requirements were considered important? Can you think of any other requirements that you might consider if you were creating centers like these?

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Determining the Facts

Reading 1: Fear!

The following headlines and excerpts from articles appeared in The Los Angeles Times *between December 1941 and February 1942. They provide a glimpse of what people living in Los Angeles could read in the papers in the months following Pearl Harbor:*

SUICIDE REVEALS SPY RING HERE. Japanese Doctor Who Killed Self After Arrest Called Espionage Chief. (Dec. 19, 1941)

WHAT TO DO IN CASE OF POISON GAS ATTACKS. (Dec. 19, 1941)

JAP SUBS RAID CALIFORNIA SHIPS. Two Steamers Under Fire. (Dec. 21, 1941)

JAPAN PICTURED AS A NATION OF SPIES. Veteran Far Eastern Correspondent Tells About Mentality of Our Enemies in Orient. (Dec. 23, 1941)

[U. S.] REPRESENTATIVE FORD WANTS ALL COAST JAPS IN CAMPS. (Jan. 22, 1942)

NEW WEST COAST RAIDS FEARED. Unidentified Flares and Blinker Lights Ashore Worry Naval Officials. (Jan. 25, 1942)

OLSEN SAYS WAR MAY HIT STATE. Shift of Combat to California Possible, Governor Declares. (Jan. 26, 1942)

EVICTION OF JAP ALIENS SOUGHT. Immediate Removal of Nipponese Near Harbor and Defense Areas Urged by Southland Officials. (Jan 28, 1942)

THE QUESTION OF JAPANESE-AMERICANS
by W. H. Anderson
Perhaps the most difficult and delicate question that confronts our powers that be is the handling--the safe and proper treatment--of our American-born Japanese, our Japanese-American citizens by the accident of birth. But who are Japanese nevertheless. A viper is nonetheless a viper wherever the egg is hatched. (Feb. 2, 1942)

CALIFORNIANS SEEK MORE ALIEN CURBS. Washington and Oregon Members of Congress Join in Plea for Expansion of Program. (Feb. 3, 1942)

AMERICAN JAPS REMOVAL URGED. Internment of All Dual Citizens Asked by [Los Angeles] County Defense Council. (Feb. 3, 1942)

VENTURA COUNTY URGES REMOVAL OF ALL JAPANESE. Supervisor Demands Drastic Measures in Seeking Evacuation From Coast Area. (Feb. 4, 1942)

LOYAL JAPS MUST AID FIGHT AGAINST SABOTAGE, SAYS OLSON. Governor Asserts Action Will be Taken to Curb Spy and Fifth Columnist Activities. (Feb. 5, 1942)

JAPANESE HERE SENT VITAL DATA TO TOKYO. American-Born Nipponese Had Powerful Radios to Transmit Messages, Dies [Chairman, House Un-American Activities Committee] Will Disclose. (Feb. 6, 1942)

BOWRON ASKS REMOVAL OF ALL JAPANESE INLAND. Mayor would Establish Both Alien and Native-Born Hundreds of Miles From Coast. (Feb. 6, 1942)

ARMY ORDERS SABOTAGE ALERT HERE. Warning Issued for All California. City Placed on Air Raid Alert. (Feb. 7, 1942)

ALIEN ISOLATION PLEA MISUNDERSTOOD. Washington Seems to Feel Coast is Panicky; [Says] All Necessary Measures Have Been Taken. (Feb. 8, 1942)

MILITARY CONTROL OF ALIENS ADVOCATED. Defense Council Wants Army and Navy to Police Foreigners in Combat Zones. (Feb. 12, 1942)

LINCOLN WOULD INTERN JAPS. [Mayor] Bowron Says Civil War President Would Move Aliens If In Office Today. (Feb. 13, 1942)

DANGER IN DELAYING JAP REMOVAL CITED. Congress Warned Speed Necessary to Prevent Widespread Sabotage Attempts on West Coast. (Feb. 14, 1942)

THE FIFTH COLUMN ON THE COAST
by Walter Lippmann
The enemy alien problem on the Pacific Coast, or much more accurately, the fifth column problem, is very serious and it is very special. . . .The peculiar danger of the Pacific Coast is in a Japanese raid accompanied by enemy action inside American territory. . . . It is the fact that the Japanese navy has been reconnoitering the Pacific Coast more or less continually and for a considerable period of time, testing and feeling out the American defenses. It is the fact that communication takes place between the enemy at sea and enemy agents on land. These are facts which we shall ignore or minimize at our peril. It is the fact that since the outbreak of the Japanese war there has been no important sabotage on the Pacific Coast. From what we know about Hawaii and about the fifth column in Europe, this is not, as some have liked to think, a sign that there is nothing to be feared. It is a sign that the blow is well organized and that it is held back until it can be struck with maximum effect . . . The Pacific Coast is officially

a combat zone; some part of it may at any moment be a battlefield. Nobody's constitutional rights include the right to reside and do business on a battlefield. And nobody ought to be on a battlefield who has no good reason for being there. (Feb. 13, 1942)

Following is text from Executive Order No. 9066, signed by President Roosevelt on February 19, 1942:

WHEREAS the successful prosecution of the war requires every possible protection against espionage and against sabotage, . . . I hereby authorize and direct the Secretary of War . . . to prescribe military areas in such places and of such extent as he may determine, from which any or all persons may be excluded, and with such respect to which, the right of any person to enter, remain in, or leave shall be subject to whatever restrictions the Secretary of War or the appropriate Military Commander may impose in his discretion. The Secretary of War is hereby authorized to provide for residents of any such area who are excluded therefrom, such transportation, food, shelter, and other accommodations as may be necessary . . . to accomplish the purpose of this order.

Questions for Reading 1

1. Based on the headlines, what do you think people living in Los Angeles were afraid of? What do you think W. H. Anderson meant when he said: "A viper is nonetheless a viper wherever the egg is hatched"?

2. What words were used to refer to people of Japanese ancestry? How do you think the words differ? For most Japanese, the word "Jap" was and is highly offensive. Why do you think it was used so often?

3. If you were a Japanese American living in Los Angeles, how would you react to these headlines?

4. Walter Lippmann was a highly respected correspondent for the New York Tribune, who had just returned to the East after a visit to California. What facts did he cite as justification for his conclusion that a Japanese "fifth column," or spy network, existed on the Pacific Coast? Japanese submarines were patrolling off the California coast, but neither the Federal Bureau of Investigation nor the Federal Communications Commission could find any evidence of communication from the shore. Why do you think officials and others were so willing to believe that Japanese living on the West Coast were signaling the submarines? Why do you think Lippmann said that the fact that no sabotage has occurred proved that it would?

5. Why do you think Executive Order 9066 never mentions the Japanese, even though they are the people most directly affected?

6. How do these headlines compare to newspaper or television coverage of events occurring today?

The headlines in Reading 1 were compiled from The Los Angeles Times, *Dec. 1941-Feb. 1942. The text of Executive Order 9066 is taken from "War Relocation Authority Camps in Arizona, 1942-1946" on-line exhibit at [http://dizzy.library.arizona.edu/images/jpamer/] .*

Determining the Facts

Document 1: "To All Persons of Japanese Ancestry".

WESTERN DEFENSE COMMAND AND FOURTH ARMY
WARTIME CIVIL CONTROL ADMINISTRATION

Presidio of San Francisco, California
May 3, 1942

INSTRUCTIONS TO ALL PERSONS OF JAPANESE ANCESTRY

Living in the Following Area:

All of that portion of the County of Alameda, State of California, within the boundary beginning at the point where the southerly limits of the City of Oakland meet San Francisco Bay; thence easterly and following the southerly limits of said city to U. S. Highway No. 50; thence southerly and easterly on said Highway No. 50 to its intersection with California State Highway No. 21; thence southerly on said Highway No. 21 to its intersection, at or near Warm Springs, with California State Highway No. 17; thence southerly on said Highway No. 17 to the Alameda-Santa Clara County line; thence westerly and following said county line to San Francisco Bay; thence northerly, and following the shoreline of San Francisco Bay to the point of beginning.

Pursuant to the provisions of Civilian Exclusion Order No. 34, this Headquarters, dated May 3, 1942, all persons of Japanese ancestry, both alien and non-alien, will be evacuated from the above area by 12 o'clock noon, P. W. T., Saturday, May 9, 1942.

No Japanese person living in the above area will be permitted to change residence after 12 o'clock noon, P. W. T., Sunday, May 3, 1942, without obtaining special permission from the representative of the Commanding General, Northern California Sector, at the Civil Control Station located at:

920 - "C" Street,
Hayward, California.

Such permits will only be granted for the purpose of uniting members of a family, or in cases of grave emergency.

The Civil Control Station is equipped to assist the Japanese population affected by this evacuation in the following ways:

1. Give advice and instructions on the evacuation.
2. Provide services with respect to the management, leasing, sale, storage or other disposition of most kinds of property, such as real estate, business and professional equipment, household goods, boats, automobiles and livestock.
3. Provide temporary residence elsewhere for all Japanese in family groups.
4. Transport persons and a limited amount of clothing and equipment to their new residence.

The Following Instructions Must Be Observed:

1. A responsible member of each family, preferably the head of the family, or the person in whose name most of the property is held, and each individual living alone, will report to the Civil Control Station to receive further instructions. This must be done between 8:00 A. M. and 5:00 P. M. on Monday, May 4, 1942, or between 8:00 A. M. and 5:00 P. M. on Tuesday, May 5, 1942.
2. Evacuees must carry with them on departure for the Assembly Center, the following property:
   (a) Bedding and linens (no mattress) for each member of the family;
   (b) Toilet articles for each member of the family;
   (c) Extra clothing for each member of the family;
   (d) Sufficient knives, forks, spoons, plates, bowls and cups for each member of the family;
   (e) Essential personal effects for each member of the family.

All items carried will be securely packaged, tied and plainly marked with the name of the owner and numbered in accordance with instructions obtained at the Civil Control Station. The size and number of packages is limited to that which can be carried by the individual or family group.

3. No pets of any kind will be permitted.
4. No personal items and no household goods will be shipped to the Assembly Center.
5. The United States Government through its agencies will provide for the storage, at the sole risk of the owner, of the more substantial household items, such as iceboxes, washing machines, pianos and other heavy furniture. Cooking utensils and other small items will be accepted for storage if crated, packed and plainly marked with the name and address of the owner. Only one name and address will be used by a given family.
6. Each family, and individual living alone, will be furnished transportation to the Assembly Center or will be authorized to travel by private automobile in a supervised group. All instructions pertaining to the movement will be obtained at the Civil Control Station.

Go to the Civil Control Station between the hours of 8:00 A. M. and 5:00 P. M., Monday, May 4, 1942, or between the hours of 8:00 A. M. and 5:00 P. M., Tuesday, May 5, 1942, to receive further instructions.

J. L. DeWITT
Lieutenant General, U. S. Army
Commanding

125 CIVILIAN EXCLUSION ORDER NO. 34.

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Questions for Reading 2

1. How would you feel if you saw a notice like this posted in your neighborhood and referring to you or your friends?

2. What services will the Civil Control Station provide? How expensive would it be for the government to provide these things for the 120,000 people of Japanese ancestry living on the West Coast? Do you think cost would have been an issue at the time? Why or why not? Could the government have spent the money in a different way to solve the same problem?

3. What could people take with them? Why do you think restrictions were placed on the quantity of goods they could bring?

4. How much time were people given to prepare for relocation--sell their houses, businesses, and farms, pack their belongings, and so forth? How long would it take your family to do this?

5. The instructions say that the government will provide for storage of household items left behind "at the sole risk of the owner." What does that mean? If you were being relocated, would you leave your things to be stored? Why or why not?

6. Do you think the government wanted to help Japanese aliens and Japanese-Americans prepare for the relocation? Do you think they should have done so? Discuss.

Reading 2 was excerpted from "Manzanar Feasibility Study" (Sacramento, CA: State of California, 1974), n.p., National Historic Landmark files, National Park Service.

Determining the Facts

Reading 3: A Life in the Relocation Centers

By June 2, 1942, the U. S. Army had moved the nearly 120,000 Japanese and Japanese Americans living in the western parts of Washington, Oregon, and California into hastily created assembly centers. By November, they had all been transferred to the 10 long-term relocation centers built and run by the civilian War Relocation Authority (WRA). One third were foreign-born *Issei*, prohibited from becoming citizens and many over 50 years old. The remaining two-thirds were *Nisei*, American citizens born in the United States, most under age 21. For the next two to three years, many evacuees would not go beyond the confines of the centers.

Ranging in population from 7,000 to almost 14,000 people, the relocation centers were often the largest "towns" in the sparsely settled areas where they were located. They were designed to be self-contained communities, complete with hospitals, post offices, schools, warehouses, offices, hospitals, and residential areas, all surrounded by barbed wire and guard towers. Since the centers were supposed to be as self-sufficient as possible, residential cores were surrounded by large, open buffer zones. The evacuees farmed this land, producing much of the centers' food.

Evacuees lived in tar paper-covered barracks and used communal mess halls and bathrooms. They constructed their own community buildings, such as schools and churches. Often entire blocks of barracks were used as schools. At first there were no school supplies or equipment. Later, some of the evacuees and people from relief agencies or churches built or donated desks, bookshelves, maps, and books of all kinds. Administration buildings and staff housing were covered with wood, painted white. Civilian employees lived in individual one, two, and three bedroom apartments, each with its own kitchen and bathroom. The Military Police lived in separate areas adjacent to the centers to minimize personal contact with the evacuees.

When evacuees arrived at the camps, they found row on row of identical barracks in bleak settings of desert or swamp. Although they could do little about the extremes of heat and cold they encountered, they quickly found ways to improve and personalize their new lodgings, first to make them habitable, and later to make them into homes. They planted trees, hedges, flower borders, vegetables, gourds, vines, and cactus. Artist Kango Takamura was one of the first evacuees to arrive at Manzanar. He described what he found, and what happened: "Oh, it's really so hot, you see, and the wind blows. There's no shade at all. It's miserable, really. But one year after, it's quite a change. A year after they built the camp and put water there, the green grows up. And mentally

everyone is better."[1] Making physical changes in the environment was an important way to take some measure of control over their own lives and to create a sense of normality in their abnormal situation.

Anger and frustration and the physical and psychological disorientation brought on by the relocation took a toll on the evacuees. Most had supported the United States and were loyal and patriotic until their government decided that they were untrustworthy and guilty until proven innocent. In extreme cases, formerly loyal citizens renounced their citizenship. Others merely sympathized with the Japanese government. Ethnic churches, Japanese language schools, and unofficial unions flourished. Open resistance came in the form of strikes and protest demonstrations. The most serious disturbance erupted at Manzanar in December 1942, following months of tension between supporters and opponents of the WRA administration. The confrontation ended when the director called in the military police who used tear gas to break up the crowd. When a truck was pushed toward the jail, the military police fired into the crowd, killing one and wounding at least ten others (of whom one later died).

Evacuees also found ways to express their resentment secretly. At Manzanar, they scratched inscriptions into the wet concrete of a settling basin they were building. Written in Japanese and under water when the settling basin was in use, they read "Beat Great Britain and the USA," and "Banzai, the Great Japanese Empire, Manzanar Black Dragon Group headquarters."

Other evacuees remained loyal to the United States, in shock and disbelief at how they had been deprived of their homes and their freedom. Their major goal was to find ways to prove their loyalty. Many young men volunteered when the army announced in 1943 that it would accept volunteers for the 442nd Regimental Combat Team, an all-Nisei combat unit. Women volunteered for the Women's Army Corps and the Red Cross.

Questions for Reading 3

1. How long did it take to move people of Japanese ancestry to the permanent relocation centers?

2. What components made up a typical relocation center? Why do you think the centers were designed to be self-contained and self-sufficient?

3. Why was it important for evacuees to make changes in their environment?

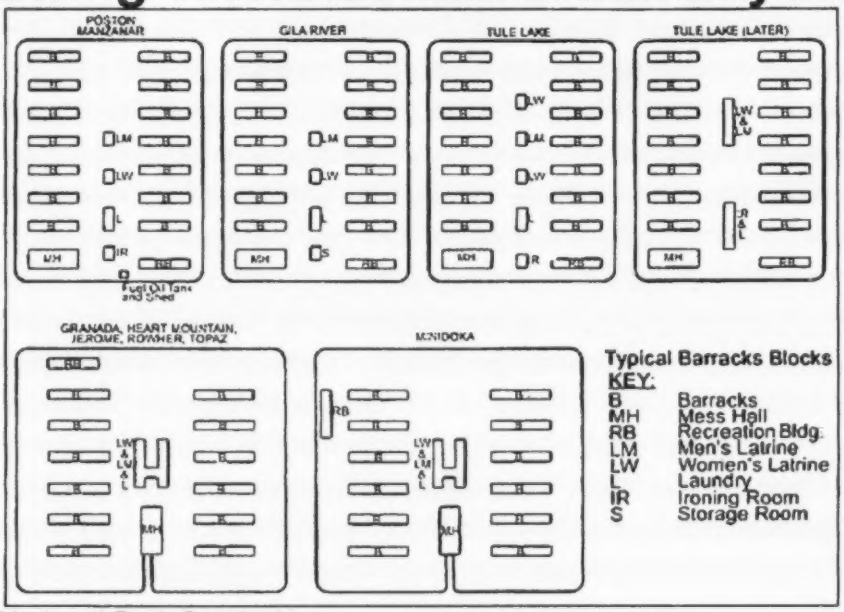
4. Why did some members of the community cease to be loyal to the United States? How did they show their anger at the way the government had treated them? How did others seek to demonstrate their continued loyalty? If you were a relocated Japanese American, how do you think you would have reacted?

Reading 3 was compiled from Kenneth Story and William D. Baker, "Rohwer Relocation Center Memorial Cemetery" (Desha County, Arkansas) National

Historic Landmark documentation, Washington, D.C., U.S. Department of the Interior, 1991; and from Jeffery F. Burton, Mary M. Farrell, Florence B. Lord, and Richard W. Lord, Confinement and Ethnicity: An Overview of World War II Japanese American Relocation Sites, *Publications in Anthropology 74 (Tucson, AZ: Western Archeological and Conservation Center, National Park Service, U.S. Department of the Interior, 1999).*

[1]*Cited in Gary Y. Okihiro and Joan Myers,* Whispered Silences: Japanese Americans and World War II *(Seattle, WA: University of Washington Press, 1996), 197.*

Visual Evidence
Drawing 1: Residential Block Layouts.



(National Park Service)

Questions for Drawing 1

1. Each relocation center contained 30 to 40 residential blocks, separated by open land to deter fires. Each block housed about 250 people. Using the key, identify the types of buildings included in each residential block. What activities took place in communal spaces?

2. The top row shows the plans for the residential blocks at the first centers to be built. The second row shows layouts for centers constructed later. Because the barracks were based on temporary military housing, men's and women's bathrooms at first contained only toilets, sinks, and communal showers. There were no partitions or bathtubs and very little hot water. Bathrooms at the later centers had bathtubs and partitions for the women's bathrooms. Why do you think these changes were made?

3. Each barrack contained four to six one-room apartments, ranging from 15 ft. by 20 ft. to 24 ft. by 20 ft. Each apartment housed a family or a group of single people. Eight people lived in the largest apartments. How much space did each person have? Measure your classroom. How does that compare with the sizes of the apartments?

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4. Partitions between apartments did not extend all the way to the roof. One evacuee remembered: "They used cheap pine wood. The knots would fall off so we could see into a neighbor's room, and we could hear the shocking sound of voices, complaining, arguing bitterly. We weren't used to this. Our family was a gentle family. I was deeply upset because our daughter was listening, and I couldn't shut it out."[1] Why do you suppose this was so upsetting?

5. What can you learn from these plans about daily life at the relocation camps? How much privacy do you think people had? How would that affect families or individuals? How would it affect you?

[1] *Fred Barbash, "In Desert Camp, Life Behind Barbed Wire,"* The Washington Post, *December 6, 1982, cited in Erwin N. Thompson, "Manzanar Relocation Center" (Inyo County, California), National Historic Landmark documentation, Washington, D.C.: U.S. Department of the Interior, National Park Service, 1984, 8/3.*

Visual Evidence
Photo 1: Evacuees arriving at Manzanar in California, 1942.

(National Archives and Records Administration, Clem Albers, photographer)

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Photo 2: Residential barracks block at Rohwer in Arkansas, 1943.

(National Archives and Records Administration, Gretchen Van Tassel, photographer)

Questions for Photos 1 and 2

1. How many people are in the group in the center of Photo 1? They are carrying all of their belongings. What would you take with you if you had to move to an unknown place for an undetermined period of time, and you could take only what you could carry?

2. Photo 1 shows the dust that former evacuees writing about Manzanar always mention: "The most unpleasant thing about camp was the dust. We had a tin cup and a bowl with milk. A dust storm would blow sometimes for hours, and dust would seep into everything. I would see the dust forming on the milk and I'd try to scoop it away. It got to the point where I said 'Aah, just close your mind to it and say "Dust is good for you," and drink it.'"[1] How do you think you would have reacted to these conditions?

3. Why do you think the bridge in the foreground of Photo 2 was built? Because the center was on low, wet ground, not far from the Mississippi River, each residential block was surrounded by a drainage ditch. Do you think a damp, humid setting would be better or worse than a desert?

[1]*Ellen Levine*, A Fence Away from Freedom: Japanese Americans and World War II *(New York: G. P. Putnam's Sons, 1995), 51.*

Visual Evidence
Photo 3: Typical barracks room at Manzanar, April 1942.

(National Archives and Records Administration, Clem Albers, photographer)

Questions for Photo 3

1. The man in this photo has just moved his belongings into his new room. The only items in this picture provided by the government are the cot, the mattress, and the blankets. What are some of the immediate problems this man would have encountered upon moving into the barracks?

2. This photo shows the entire space allocated to the man on the cot. How would you make that amount of space "work" for you? Where would you put the things that you selected to take with you?

3. Notice the other cot in the foreground. It belongs to another man. What adjustments would you have to make to live that close to another person who was not a family member?

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Visual Evidence
Photo 4: Mess Hall at Manzanar, 1942.

(National Archives and Records Administration, Dorothea Lange, photographer)

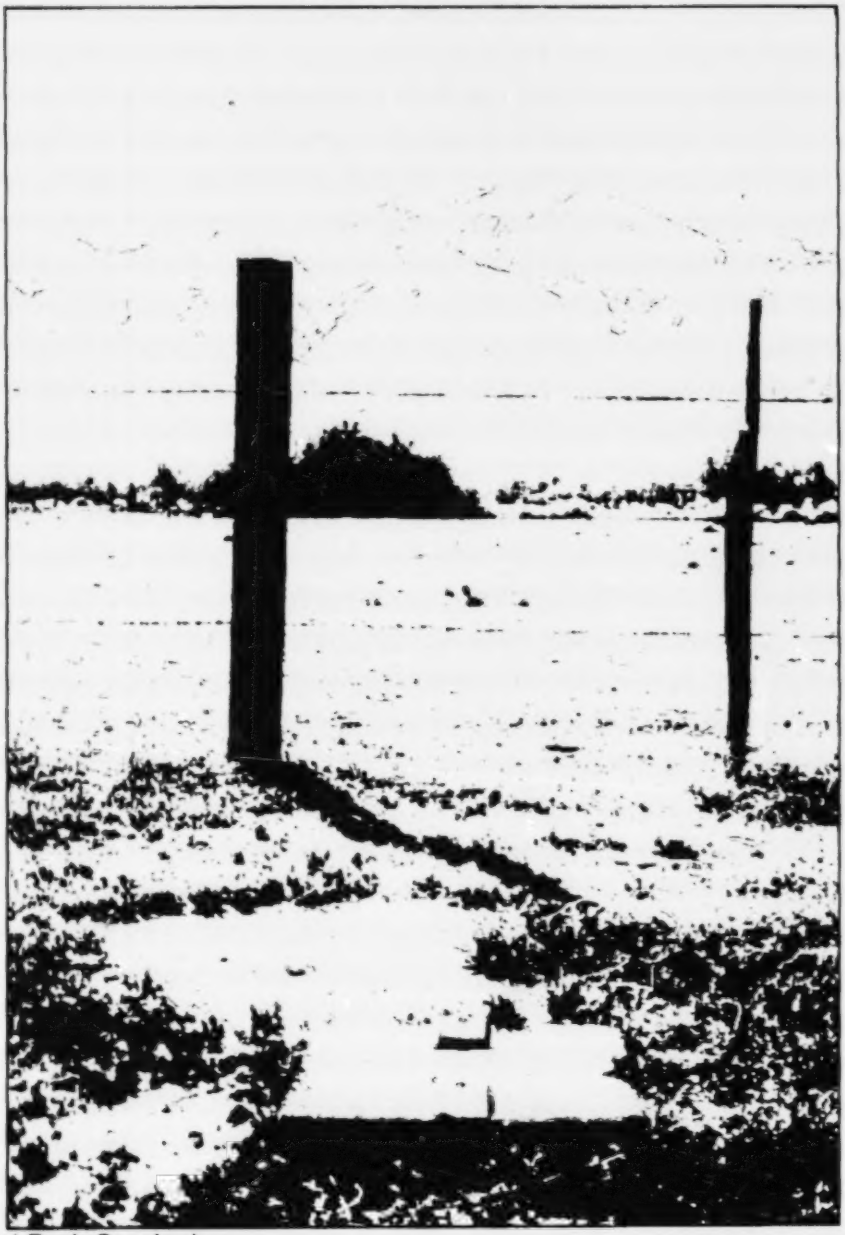
Questions for Photo 4

1. Notice the line at the back of the picture. Meals were served cafeteria-style, and the lines often stretched out the doors. What would be the advantages and disadvantages of serving meals this way for the people running the center? For the evacuees?

2. The War Relocation Authority was very proud of keeping family groups together as much as possible during mealtimes. Why do you think they thought this was important?

3. Have you ever spent time in a setting like this? What do you think it would have been like to eat all your meals like this for three years?

Visual Evidence
Photo 5: Remains of Security Fence, Manzanar.



(National Park Service)

Questions for Photo 5

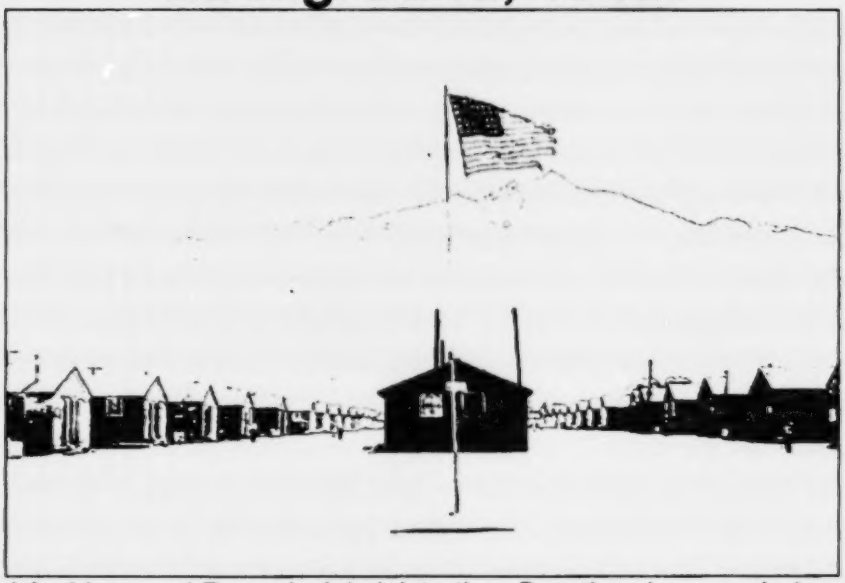
1. The boundaries of all but the most isolated of the relocation centers were defined by guard towers and barbed wire fences. The boundaries were patrolled by military police, armed with rifles with fixed bayonets. Why do you think the government thought such measures were necessary?

2. Why do you think WRA photographers were forbidden to take pictures of guard towers?

3. In 1943, a WRA report stated that: "the contrast between the barbed wire and the confinement within Manzanar and the observable freedom and motion for those immediately outside, is galling to a good many residents."[1] Do you think that these conditions made the relocation centers into prisons or concentration camps, as some historians have argued? Discuss.

[1]*1943 Report of the War Relocation Authority, cited in Jeffery F. Burton, et al., Confinement and Ethnicity, 45.*

Visual Evidence
Photo 6: Manzanar Relocation Center, with Mount Williamson in the Background, 1942.



(National Archives and Records Administration, Dorothea Lange, photographer)

My friend said, "Miyo, how can you salute that flag?" and I looked at her and I said, "I can't answer that, but I know how you feel." From the time you're in the first grade that's what you learn, and you're so proud when you do salute that flag, and then I remember going to ball games, the "Star-Spangled Banner," and there was a time when I couldn't even sing that, because I didn't feel it was right.

. . . I want to be proud of it, when it's flowing in the sky, to be proud to salute it, because you know that it's telling you something. But you have to live what you're taught to know the meaning of it.[1]

Questions for Photo 6

1. Why would it be hard for Miyo Senzaki to salute the American flag or to sing the Star Spangled Banner?

2. What do you think her last sentence means?

3. Based on everything you have learned in this lesson, do you think you would have been able to salute the American flag if you were an evacuee in one of the relocation centers?

4. Some Americans opposed the Japanese internment during World War II--individuals, government officials, the American Friends Service Committee (Quakers), and the American Civil Liberties Union. Do you think these people would have been proud when they saw the American flag?

[1] *Miyo Senzaki, evacuee interned at Rohwer Relocation Center; cited in Kenneth Story and William D. Baker, "Rohwer Relocation Center Memorial Cemetery" (Desha County, Arkansas) National Historic Landmark documentation, Washington, D.C., U.S. Department of the Interior, 199, 8/10.*

Visual Evidence
Photo 7: Monument to the Men of the 100th Battalion/442nd Regimental Combat Team, Rohwer Memorial Cemetery.

(National Park Service, Jeffery Burton, photographer)

The concrete monument shown in this photo was designed, built, and inscribed by evacuees living at Rohwer. It honors the combined 100th Battalion/442nd Regimental Combat Team. In seven major campaigns in Europe this all-*Nisei* unit, made up of both volunteers and draftees, suffered nearly 10,000 casualties with some 800 of its members killed or dying of wounds later.

Questions for Photo 7

1. What does the base of the monument shown in this photo emulate? Why might this design have been chosen? Do you think it is appropriate? Why or why not?

2. Why do you think the evacuees thought it was important to build a monument like this? Why do you think they included an American flag on the monument?

3. The 110th/442nd was the most decorated unit of its size in the U.S. Army in World War II, earning one Congressional Medal of Honor, 560 Silver Stars, 4,000 Bronze Stars, and almost 10,000 Purple Hearts. Why do you think Japanese Americans from Rohwer and the other relocation centers fought so bravely for the United States?

4. If you were an evacuee living at Rohwer, would you have volunteered to serve in the U.S. Army? If you were drafted, would you serve?

Putting It All Together

The following activities will help students apply what they have learned in this lesson about the World War II relocation centers and the fear and prejudice that led to their creation.

Activity 1: The Rights of Citizens

Ask students to assume they are *Nisei* protesting the internment on legal grounds. Have each student prepare a list of the rights of citizens as protected by the Constitution and Bill of Rights. Then have several students present their lists, explain which rights were violated by the forced move of American citizens to relocation centers, and explain why the relocation was unconstitutional. Students might want to bolster their arguments through studying important Supreme Court cases related to the relocation. The cases of Mitsuye Endo, Fred Korematsu, and Gordon Hirabayashi, which went to the U.S. Supreme Court, are particularly important. Complete the activity by comparing student lists and holding a class discussion on whether there are any circumstances when unconstitutional behavior by the government can be justified.

Activity 2: Being There

Ask students to imagine they are Japanese American young people living in California in 1941. Have them create diary entries that describe how they felt when they heard about the Pearl Harbor attack, when they read headlines in the newspapers talking about the need to remove people like them from their homes, when they saw the posted evacuation order, and when they first saw the relocation center. Have students share their work with others and then discuss what they have learned about the relocation.

Activity 3: Reactions

To help students explore the story of the war relocation centers in more depth, divide the class into three groups. Ask the first group to look at newspapers from mid-1942 to 1945 to compare coverage of the relocation camps later in the war with the headlines and stories in Reading 1. Past issues of local newspapers can usually be found in larger public libraries. Ask the second group to study some of the web sites listed in "Supplemental Resources" or the books in the "For Further Reading" section to learn more about the experiences of people living in the centers. In 1988, the U.S. Congress passed a law providing for a formal apology, a payment of $20,000 to each surviving evacuee, and the creation of an education fund to teach the public about the relocations. Ask the third group to investigate newspaper accounts of the debates surrounding this legislation and to compare them with wartime attitudes towards the Japanese. Ask each group to report to the class. Hold a full class discussion on the question of whether students think that the 1988 legislation was an appropriate way to acknowledge

official wrong-doing and compensate the victims, and whether they think the education program should have been included and, if so, why.

Activity 4. Lest We Forget

World War II was not the only time in American history when fear led to persecution. Have the class study the treatment of American Indians during the settlement period, Yankees or Rebels during the Civil War, Germans during World War I, or Communists during the Cold War period. Ask the class to find out if their community has ever treated people unfairly out of fear. Discuss the role of acknowledging wrong-doing in healing conflicts. Then ask students to interview someone who experienced such an event or write an essay about one of the situations they researched, including their opinion about whether compensation was due to any person or group, and if the conflict should be memorialized. How would they design a memorial for the situation they researched? What would they write on the memorial and where would they place it?

The War Relocation Camps of World War II: When Fear Was Stronger than Justice--Supplementary Resources

By looking at *The Japanese Relocation Camps of World War II: When Fear Was Stronger than Justice*, students learn how fear led the U.S. government to take unjust actions during World War II which might not have occurred under other circumstances. Students who want to know more will find that the Internet offers a variety of interesting materials.

Manzanar National Historic Site http://www.nps.gov/manz/

Manzanar National Historic Site is a unit of the National Park System. Visit the park's web page to learn more about the park's history and visiting the site.

Confinement and Ethnicity

http://www.cr.nps.gov/history/online_books/anthropolgy74/

Confinement and Ethnicity: An Overview of World War II Japanese American Relocation Sites, written by Jeffery F. Burton, Mary M. Farrell, Florence B. Lord, and Richard W. Lord, is available on the NPS History web page. This award-winning study provides information on all of the War Relocation Authority assembly and relocation centers, context material, and many historic and current photographs.

Report to the President: Japanese-American Internment Sites Preservation

http://www.cr.nps.gov/history/online_books/internment/report.htm

On November 9, 2000, President Clinton directed the Secretary of the Interior to follow up on *Confinement and Ethnicity: an Overview of World War II Japanese American Relocation Sites*, which describes the current condition of the War Relocation Centers and other relocation sites, by developing recommendations to preserve the existing Japanese American internment sites and to provide more opportunities for the public to learn about the internment. The recommendations are presented in the Report to the President: Japanese-American Internment Sites Preservation, which is divided into three sections:

1. General recommendations and proposed actions for the War Relocation Centers;

2. Short description and specific recommendations for each site; and

3. Appendices; including

Detailed reports about each site:
* Manzanar
* Tule Lake
* Granada
* Topaz
* Heart Mountain
* Minidoka
* Gila River
* Poston
* Jerome
* Rohwer

War Relocation Authority Photographs
http://www.oac.cdlib.org/dynaweb/virtual/jarda/jvac/@Generic__BookView
The Bancroft Library at the University of California at Berkeley and the National Archives and Records Administration in Washington, D.C. are the primary repositories for WRA photographs. The Library has posted many of these photographs on their web page. The Japanese American Relocation Digital Archive, of which the photographs are a part, also contains other documents relating to the relocation.

A More Perfect Union
http://americanhistory.si.edu/perfectunion/experience/index.html
The Smithsonian Institution web page provides a multi-media tour of an exhibit at the Museum of American History in Washington on the Japanese relocation.

National Archives and Records Administration
http://www.nara.gov/education/cc/relocate.html
The Education Department at the Archives has developed a lesson plan using documents and photographs to illuminate Constitutional issues relating to relocation. The lesson plan can be found on their web page .

Japanese American National Museum http://www.janm.org/main.htm
This Los Angeles museum web page contains a useful chronology of the relocation program. It also includes two digital exhibits. The first contains letters written by young people interned in the camps. The second includes drawings by a young artist showing the assembly centers and camps where he was relocated.

Library of Congress: Built in America (HABS/HAER)
http://memory.loc.gov/ammem/hhhtml/hhhome.html
The Historic American Buildings Survey (HABS) and the Historic American Engineering Record (HAER) collections document architecture, engineering, and design in the United States through a comprehensive range of building types and engineering technologies, including sites related to Asian-Pacific American history and culture. Searches on

keywords like "Japanese," "World War II," or "Manzanar" will provide information on an array of associated sites. Most of the site records have publication-quality drawings, photographs and historical data.

Library of Congress: American Memory Collection
http://memory.loc.gov/ammem/aamhtml/aamhome.html
Ansel Adams's Photographs of Japanese-American Internment at Manzanar are featured as part of the American Memory Collection. In 1943, Ansel Adams (1902-1984), America's best-known photographer, documented the Manzanar War Relocation Center. Adams's Manzanar work is a departure from his signature style of landscape photography, and includes not only numerous portraits, but also views of daily life, agricultural scenes, and sports and leisure activities.

For Further Reading
Students and teachers interested in learning more about the relocation centers might want to look at the following books. *Farewell to Manzanar*, by Jeanne Wakatsuki Houston and James D. and James B. Houston (New York: Houghton Mifflin, 2002) is a powerful autobiographical account of the experiences of a seven-year old girl evacuated to Manzanar with her family. *A Historical Reader: Japanese-American Internment* (Evanston, IL: McDougal Littell, 2000) includes a series of essays, primary source materials, and first hand accounts. *Behind Barbed Wire: The Imprisonment of Japanese-Americans During World War II* (New York: Dutton, 1982) and *Nisei Regiment* by R. Conrad Stein (Chicago: Children's Press, 1985) are interesting non-fiction books written for young people.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

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